

# FOR TEACHERS ONLY

The University of the State of New York

## REGENTS HIGH SCHOOL EXAMINATION

### GLOBAL STUDIES

Thursday, August 12, 1999 — 12:30 to 3:30 p.m., only

#### SCORING KEY

The Guide to Evaluating Essays starts on page 2. It should be read carefully before the rating of papers.

##### Part I

Refer to the table on the answer sheet for the number of credits to be given for Part I.

Global Studies

August 12, 1999

#### Part I (55 credits)

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|-------------|-------------|
| 1... 4 ...  | 25... 3 ... |
| 2... 2 ...  | 26... 4 ... |
| 3... 4 ...  | 27... 2 ... |
| 4... 1 ...  | 28... 4 ... |
| 5... 1 ...  | 29... 4 ... |
| 6... 3 ...  | 30... 3 ... |
| 7... 1 ...  | 31... 1 ... |
| 8... 2 ...  | 32... 3 ... |
| 9... 4 ...  | 33... 4 ... |
| 10... 1 ... | 34... 3 ... |
| 11... 3 ... | 35... 2 ... |
| 12... 3 ... | 36... 4 ... |
| 13... 2 ... | 37... 3 ... |
| 14... 3 ... | 38... 4 ... |
| 15... 1 ... | 39... 1 ... |
| 16... 4 ... | 40... 2 ... |
| 17... 3 ... | 41... 1 ... |
| 18... 3 ... | 42... 4 ... |
| 19... 1 ... | 43... 1 ... |
| 20... 2 ... | 44... 1 ... |
| 21... 4 ... | 45... 2 ... |
| 22... 4 ... | 46... 2 ... |
| 23... 1 ... | 47... 3 ... |
| 24... 1 ... | 48... 4 ... |

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Cut Here

### **The Mechanics of Rating**

The following steps and procedures are suggested for rating papers in the Global Studies examination.

- (1) Use *red* pencil or *red* ink in scoring papers. Do not correct the pupil's work by making insertions or changes of any kind.
- (2) Indicate by means of a checkmark each incorrect or omitted answer in Part I; do not place a checkmark beside a correct answer. Indicate the total number of credits allowed for Part I in the appropriate space on the answer sheet.
- (3) Check the number of questions answered in Part II. If more than three questions have been answered from Part II, rate only the first three answered.
- (4) In rating answers for Part II, do *not* allow fractional credit such as 2½.
- (5) Indicate the total number of credits allowed for Part II in the appropriate space on the answer sheet.
- (6) Check carefully for mechanical errors (addition, etc.).

### **Part II Guide to Evaluating Essays**

#### *General:*

The questions are designed to make the pupil think logically by using specific information found in events and movements in the social sciences.

In rating essay answers, problems may arise in which a pupil's interpretation or subjective judgment varies widely from the teacher's. In all instances, the teacher should base the rating of the answer on its logical development, factual accuracy, and the use of appropriate information to support positions taken.

The following guide to rating the answers is by no means all-inclusive and is not intended to be mandatory; it only sets forth **some** of the possibilities and provides **some** guidelines for the rating process.

For each question, one or more basic objectives are listed. It must be pointed out that these basic objectives are also not all-inclusive, since questions may measure many different objectives.

The teacher must evaluate carefully the content and effectiveness of each essay answer.

Essay 1 —

Objectives

- Demonstrate knowledge of the specific ideas and actions of specific individuals
- Demonstrate an understanding of the way these ideas and actions brought about a change in a specific nation or region
- Demonstrate an understanding of the way the individuals' ideas and actions affected a different nation or region

**Criteria for rating**

An appropriate response will identify a specific idea or action of the individual and will explain how the idea or action brought about a change in a specific nation or region. A complete response will include an example of how the individual's idea or action affected another nation or region. Vague responses such as "Mohandas Gandhi taught the whole world about the virtues of nonviolent protest" are unacceptable. Responses should offer specific examples. Appropriate responses may include, but are not limited to, these examples:

*Mohandas Gandhi*

Idea or Action:

Passive resistance, nonviolent protest

Change brought to nation or region:

Gandhi's use of passive resistance and nonviolent protest helped free India from British imperial rule. Specific examples of Gandhi's actions include the organization of the Salt March and his personal hunger strikes.

Effect on another nation or region:

In the United States, civil rights leader Dr. Martin Luther King, Jr., used Gandhi's teachings of nonviolent protest in his movement to work toward equal rights for African Americans.

*Ho Chi Minh*

Idea or Action:

Independence for Vietnam

Change brought to nation or region:

The French were forced out of Vietnam.

Effect on another nation or region:

When Ho Chi Minh established a communist regime in North Vietnam, the United States responded by supporting the noncommunist government in South Vietnam. As a result, the United States became involved in a long, costly war in Southeast Asia.

GLOBAL STUDIES — *continued*

*Anwar el Sadat*

Idea or Action:

Peace treaty with Israel

Change brought to nation or region:

Egypt was the first Arab nation to sign a peace accord with Israel. As a result, Egypt regained control of the Sinai Peninsula.

Effect on another nation or region:

The Camp David accords signed by Sadat and Israeli leader Menachem Begin were an important step in the Arab-Israeli peace process. Through the Camp David accords, Egypt offered recognition to Israel and called for Palestinian self-rule in the areas occupied by Israel.

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Essay 2 —

Objectives

- Demonstrate an understanding of the specific economic, social, and political causes of particular revolutions
- Demonstrate knowledge of the strategies, slogans, and actions used by revolutionaries
- Demonstrate knowledge of the economic, social, and political effects of these revolutions on specific nations

**Criteria for rating**

An appropriate response will discuss a specific economic, social, or political cause for each revolution. A complete response will show knowledge of the specific strategies, slogans, or actions employed by the revolutionaries. Vague responses such as “Mao tried to kill all his opponents” are inadequate. The response should then show the economic, social, or political effect of the revolution on the nation. Appropriate responses may include, but are not limited to, these examples:

*Communist (China)*

In China, Communist forces led by Mao Zedong battled Chiang Kai-shek's Nationalist forces for control of China. Mao led highly disciplined peasant armies that wanted to free China from oppressive landlords, corrupt government officials, and foreign imperialists. In part, Mao was successful because he preached a philosophy that appealed to the poor peasants. Mao promised to establish a “dictatorship of the people.” Mao called for land reform and denounced imperialism. As a result of Mao's actions, the Communists gained control of China, the most populous nation in the world.

*Intifadah (Israel)*

In the 1980's, Palestinians rebelled against the Israeli Government. Intifadah is an Arabic word meaning “the uprising.” The Intifadah brought the frustration and dissatisfaction of the Palestinian people living in Israel to the attention of the entire world. In this rebellion, Palestinians of all ages openly defied the Israeli soldiers in the areas of the West Bank and the Gaza Strip. Rock throwing and other acts of disobedience on the part of the Palestinians often provoked the Israeli soldiers, who then were accused of brutality against the Palestinians. Many people thought that the peace accord of 1993 would help to end the Intifadah by bringing self-rule to the Palestinian people. Instead, violence in Israel continues over such issues as human rights, Palestinian self-rule, and an independent Palestinian homeland.

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**Essay 3 —**

**Objectives**

- Demonstrate knowledge of the main idea of specific philosophies and religious beliefs
- Demonstrate knowledge of a specific nation or region where these philosophies and religious beliefs have been practiced
- Demonstrate an understanding of how certain philosophies and religious beliefs have influenced the history or daily lives of the nations or regions

**Criteria for rating**

An appropriate response should explain a main idea or concept of each philosophy or religious belief chosen. The response must link each philosophy or religious belief to a specific nation or region and describe how the philosophy or religious belief has influenced the history or daily life of the nation or region. Appropriate responses may include, but are not limited to, these examples:

*Confucianism*

Confucius, China's best-known philosopher, taught that five relationships govern human society. They are the relationships between ruler and ruled, father and son, older brother and younger brother, husband and wife, and friend and friend. For example, Confucius taught that the father must care for his family and set an example for his son. The son is expected to honor and obey his father. Through this concept of filial piety, Confucius stressed that children must respect their parents. As a result of Confucius' teachings, traditional Chinese society stressed the importance of close family ties. Not only did family members owe complete obedience to the head of the household, but through the extended family, the elderly were cared for.

*Monotheism*

Judaism, a religion originating in the Middle East, stresses a belief in one God. The Ten Commandments are the laws that Jews believe God gave them through Moses. The laws specify religious duties toward God and rules for moral conduct toward other people. The Torah includes many other laws dealing with everyday matters, such as food preparation and cleanliness. In Jewish history, prophets or spiritual leaders warned that failure to obey God's law would lead to disaster. As a result, Judaism stresses a strong code of ethics and high moral standards.

*Polytheism*

The ancient Sumerians worshiped many gods and believed that the gods controlled every aspect of life. Like many ancient peoples, the Sumerians believed that the gods favored truth and justice, but were also responsible for violence and suffering. As a result, Sumerians attempted to keep the gods happy. To protect their society from vengeful gods, Sumerians prayed and offered sacrifices of animals, grain, and wine. At death, Sumerians believed that a person descended into a grim underworld from which there was no release.

Essay 4 —

Objectives

- Demonstrate knowledge of various economic systems
- Demonstrate the ability to link economic systems with specific nations or regions
- Demonstrate an understanding of the way in which various economic systems were used in particular nations or regions during specific time periods

**Criteria for rating**

An appropriate response will describe the economic system and link it to a specific nation or region, excluding the United States. Complete responses will explain how each economic system was used in the particular nation or region. Vague answers such as “The people of Russia once lived under a communist system” are unacceptable. Similarly, answers that fail to describe the economic system and the way it operated, such as “Manorialism refers to life on the feudal manor in Europe,” are unacceptable. Appropriate responses may include, but are not limited to, these examples:

*Manorialism*

Manorialism is a traditional economic system that is tied to the European feudalism of the Middle Ages. The heart of the medieval economy was the lord's estate or manor. Peasants or serfs belonged to the land. Peasants not only grew crops for themselves, but they also were required to turn over a portion of their crops to the lord. In addition, peasants had to work for the lord by farming on the lord's land or perhaps by building roads or bridges. Due to the political instability of the era with its lack of trade, medieval manors were self-sufficient, producing everything that was needed.

*Communism (command economy)*

Communism is a command economy or state-run system in which the government controls what is produced and the method and quantities that are produced. The communist government that controlled the Soviet Union from the end of World War I until the early 1990's emphasized heavy industry at the expense of the production of consumer goods. Under communism, the Soviet Union's agricultural production and distribution faced major problems. Workers lacked the incentive needed to insure the production of high quality goods. Productivity often failed to meet quotas. People had to spend hours waiting in line to purchase food and other products. Factories sometimes lacked the supplies to produce needed goods, and workers with lifetime job security had little incentive to produce quality goods.

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**Essay 5 —****Objectives**

- Demonstrate the ability to identify the civilization that created specific structures
- Demonstrate an understanding of the purpose of specific structures
- Demonstrate knowledge of the ways in which specific structures support particular values or beliefs of the people of those civilizations

**Criteria for rating**

An appropriate response will identify the civilization that created the structure and the purpose of each structure. Although it is not essential to identify the structure specifically by name, a different purpose for each structure must be described. A complete response will explain how each structure supports a value or belief of the people of that civilization. A vague response such as “Figure 6 shows the importance of religion in Russian society” is incomplete and unacceptable. Appropriate responses may include, but are not limited to, these examples:

**Illustration 1**

The pyramids of Egypt’s Old Kingdom were built as tombs for Pharaohs. Because Egyptians believed in an afterlife, the pyramids contained the preserved bodies of the dead rulers and the possessions they would need for eternity.

**Illustration 2**

The towering temples of the ancient Maya were used to perform sacrifices to the gods. Priests would climb the steps to conduct ceremonies while ordinary people watched from below. The people believed that ceremonies conducted by priests had great power and would ensure good harvests.

**Illustration 5**

The Great Wall of China was constructed to serve as a defense against foreign invaders. Over centuries, the wall was rebuilt and expanded. As high as 25 feet in some areas, the wall extended for thousands of miles. The wall helped to isolate China from outside influences. This isolation also led to the maintenance of ethnocentric views by many Chinese people.

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Essay 6 —

Objective

- Demonstrate the ability to compare the extent to which specific geographic features in different areas have had similar or different effects on the people living in or near them

**Criteria for rating**

An appropriate response will compare two ways each pair of geographic features has had similar or different effects on the people living in or near them. Students may state two similar effects, two different effects, or one similar and one different effect. Vague responses that provide information describing the features without comparing the similar or different effects of the features should only receive partial credit. The discussion may include political, economic, or cultural effects. Appropriate responses may include, but are not limited to, these examples:

*British Isles—Japanese archipelago*

As island nations, both Japan and Great Britain were provided with some protection from invading nations. However, this isolation did not prevent cultural diffusion from mainland nations. Both Japan and Great Britain have limited quantities of natural resources available for industrial development. As such, they have been forced to seek resources elsewhere. Both the British and Japanese developed policies of imperialism to gain these needed resources. Also, because farmland is so limited in both Japan and Great Britain, the people in both regions have developed strong fishing industries.

*Sahara Desert—Siberian tundra*

The Sahara Desert and the Siberian tundra are similar in that both regions receive only small amounts of precipitation. This has meant that neither area is suitable for farming. These regions differ in that the Sahara Desert is tropical and the Siberian tundra is arctic. As such, the Sahara Desert is mostly uninhabitable; people who do live there are mainly herders and/or traders. In contrast, the Siberian tundra is extremely cold for most of the year. A layer of soil just below the surface is permanently frozen. This has meant that building homes, roads, and factories is extremely difficult.

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Essay 7 —

Objectives

- Demonstrate the ability to explain a specific author’s point of view on how a leader should rule
- Demonstrate the ability to compare or contrast various views of these authors on how a leader should rule

**Note:** Responses to part *a* of this question will receive a maximum of 3 credits each. Responses to part *b* of this question will receive a maximum of 6 credits.

**Criteria for rating**

An appropriate response will describe the author’s point of view on how a leader should rule. A complete response will compare or contrast two of the documents by describing similarities or differences between the authors’ points of view. A response such as “Thomas Hobbes believed in the absolute power of kings and Niccolò Machiavelli thought that it was better to be feared than loved” is incomplete because it offers no comparison. Appropriate responses may include, but are not limited to, these examples:

*a True Law of Free Monarchies, James I*

Explanation of author’s point of view:

King James I of England believed in the divine right of monarchs. As God’s chosen representative on Earth, he believed that his authority could not be challenged.

*On the Art of Government, Emperor T’ai-tsung*

Explanation of author’s point of view:

Emperor T’ai-tsung believed that even the most intelligent and capable leaders could not hold complete power and authority. Instead, he believed that a leader should act as a supervisor and delegate authority to others.

- b* King James I and Emperor T’ai-tsung held different opinions on the power and authority of leaders. While King James believed that monarchs had supreme power over every person, Emperor T’ai-tsung thought that it was impossible for one person to make a wise decision by himself. King James I wanted no one to challenge his power and authority, while Emperor T’ai-tsung delegated his authority to able and virtuous men.
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